

# Controlled Assessment

**History A:** The Making of the Modern World

**History B:** Schools History Project

**Unit 4 CA1: Germany 1918-39**

Teacher Support Book



## Further Information

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In this series for controlled assessment:

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# Welcome to the GCSE 2009 Controlled Assessment Teacher Support Book

This Teacher Support Book has been designed to provide you with the answers to key questions that will arise during the teaching and assessment of Controlled Assessment Unit 4: Representations in History.

It also contains learning support materials for students.

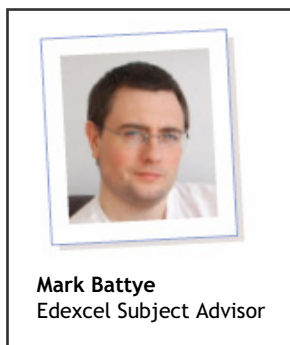
The book is divided into seven sections. It contains content which is applicable for all options and some content which is specific to your chosen option.

Inside you will find some fantastic content, including:

- An exemplar scheme of work
- Suggested resources to support your teaching
- Sample material for your chosen option
- Exemplar student responses and moderator comments
- Representation sources which may be used as choices for the Part Bii representation question.

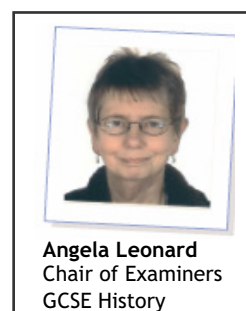
## Expert advice from the people who know

We hope you find this document useful and look forward to working with you on our new GCSE specifications. We are on hand to answer your questions so please feel free to get in touch.



To contact our GCSE History senior examining team please email [gcsehistory@edexcelexperts.co.uk](mailto:gcsehistory@edexcelexperts.co.uk)

To contact our History Subject Advisor, Mark Battye, please call **0844 576 0034** or email [HistorySubjectAdvisor@edexcelexperts.co.uk](mailto:HistorySubjectAdvisor@edexcelexperts.co.uk)



**We look forward to working with you.**

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# Unit 4: Representations of History

### What's new?

QCDA has required a change from coursework to controlled assessment. The main changes are:

- Students must do the tasks they submit for assessment in controlled conditions so we can be sure that it is the student's own work.
- In History the work must focus on historical enquiry and representations of history.
- Edexcel's controlled assessment is one 'task', split into two main parts, an enquiry, and work on representations.

### What will students actually do?

Prepare an enquiry response, and responses to the two representation questions. Then answer the questions, in class. They have two and a half hours to write their answers. This time can be split into separate sessions, but they must not exceed the two and a half hour total allowed for the write-up.

### What is an enquiry?

The enquiry is a focused statement requiring analysis. This will target one or more bullets from the option content and will provide choice within a broad theme. For example one enquiry theme could be:

***Enquiry theme: The Thatcher government and challenges to authority.***

A broad enquiry theme like this will include two bullet points, one of which should be the focus of the enquiry eg:

- *The reasons for the failure of the Miners' Strike of 1984-85.*

*Or*

- *The reasons for the success of the Poll Tax Protests in 1989-90.*

There will be at least **two** enquiry themes each year, and within each enquiry there will be internal choice. Each enquiry theme will focus on one or more specification bullet points.

Tasks for CA10L and CA13 (SHP) will target local history. For these, you may adapt the task by relating it to your locality, but you will not be able to change the subject or focus of the enquiry.

# Section 1: Introduction to controlled assessment

## What are representations?

The clue is in the word. These are sources that aim to represent some aspect of the past. They could be the work of historians or the reports of archaeologists, but they could also be films, paintings, cartoons or novels.

The key is that they set out to give an impression, they are not just a bit of data.

If you were studying Britain and the Second World War, the TV series *Dads Army*, the Dunkirk scenes from the film *Atonement*, a display by a living history re-enactment society, could all be representations.

It is important not to assume that all sources can be used as representations. **For example, a private letter, a will or a set of census data couldn't be used.** They are evidence of the period, but not representations of it.

The cartoon opposite is designed to mock the performance of the police force in 1888. In this sense it is a *representation*.

The controlled assessment is about helping students to use representations critically.

Our History discussion forum can be used to share ideas or ask questions about controlled assessment.  
[www.edexcel.com/communities](http://www.edexcel.com/communities)



*'The Withdrawal from Dunkirk' by Charles Cundall, an official war artist. Despite coming from the time the painting is a good example of a representation. Cundall is conveying an impression of orderliness and quiet heroism. Even the title is significant - withdrawal not retreat.*



**BLIND-MAN'S BUFF.**

*(As played by the Police.)*  
"TURN ROUND THREE TIMES,  
AND CATCH WHOM YOU MAY!"

*A Punch cartoon of 22 September 1888*

# Overview of assessment

- Controlled Assessment is weighted at 25% of the course.
- It's worth 50 raw marks and 100 UMS.
- It can only be submitted in the June series but can be sat at any time.
- Students are assessed through a single internally-assessed, externally-moderated assessment consisting of one task, split into 3 Parts.
- There are 12 topics in the Modern World specification and 13 topics in the SHP specification. The tasks are identical for both Modern World and SHP.

### Non British

Germany 1918-39

Russia 1917-39

USA 1919-41

China 1945-76

Vietnam 1960-75

Government and protest in USA 1945-70

The Indian Subcontinent: The Road to Independence 1918-47

### British

Crime, policing and punishment in England c1880-c1990

Northern Ireland c1968-99

The Impact of war on Britain 1914-50 or the impact of war on locality in Britain 1914-50

Change in British Society 1955-75

Power and political transformation in Britain 1970-90

History around us: a local community (SHP)

### Modern World Unit 3

Students who do Option 3C, USA 1945-70, must do British controlled assessment

### Prohibited combinations

CA1: Germany 1918-39 must not be combined with MW Unit 2 Option A or SHP Unit 2 Option C

### Preparation

For Part A (Historical Enquiry) students can do their own research without supervision. The Part A enquiry task can be given to students at a time decided by the teacher.

For Part B students may be given the task and sources **two weeks** before it is taken. They cannot take the materials away.

### Write-up

Students will have **two and a half hours** to write the assignment under controlled conditions.

Write-up: the task does not have to be done in silence but must be supervised at all times. The write-up may happen over more than one lesson but work must be kept securely at all times.

# Each task is split into 3 parts

### **Part A - Carry out an historical enquiry**

AO1/AO2 (Recall knowledge and demonstrate understanding of key concepts and key features)

Suggested time to complete write-up: 1 hour  
20 marks

Students carry out an enquiry. The enquiry will focus on one or more of the bullet points in the specification and will change each year. Edexcel will provide the focus of the enquiry but there will be a choice of enquiry focus for teachers to choose from.

Students are expected to support their answer with knowledge and understanding from their programme of study. Students need to show that they have found relevant sources of information and selected information for the purpose of the enquiry. In writing up they should show that they can organise their information to answer the question and assess it in order to reach a conclusion.

### **Part B (i) - Compare two representations of History: Analyse and compare representations**

AO3b (understand, analyse and evaluate how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry)

Suggested time to complete write-up: ½ hour  
10 marks

Students are expected to analyse two sources provided by Edexcel in order to show how the past has been represented in different ways. At least one of the two representations will be from a period later than the event, issue or individual being represented.

In this task students need to understand what representation is, what is meant by portrayal of an aspect of the past and how a view or portrayal is conveyed by what its creator chooses to include and/or the treatment given to what is included. Students should see similarity and difference in the details and emphases of the sources - and will achieve Level 3 if they show clearly what those differences amount to in the overall impression created of an event or issue and if they make and support a judgement.

## Section 2: Assessment information

### Part B (ii) - Analyse and evaluate three representations of history: Evaluation of representations

A03b

Suggested time to complete write-up: 1 hour

20 marks

Students are expected to evaluate the two representations provided by Edexcel and a third centre choice (provided by Edexcel or the teacher).

Students must have a basis for judging the representations. They should use the overall criteria of objectivity, accuracy and comprehensiveness. These can be further broken down and applied depending upon the representation focus.



# Frequently Asked Questions

## Preparing to teach controlled assessment

Before you can plan your teaching, you will need to have an idea of how the controlled assessment is to be assessed and what students have to do. We'll start with some important answers to your questions about controlled assessment.

### When will I see the task?

“ A new task (Part A and B) will be released every year. The task will be released via secure download from the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) in the summer term of the year before the controlled assessment is to be taken. Each task will be valid for two years which means that, from 2010, there will always be a choice of two different tasks. You can look at the task in advance and use it to plan delivery and adjust your scheme of work to reflect the focus of the task.

”

### When can students see the task?

#### “ Part A

You can give students the Part A enquiry task whenever you feel they are ready.

#### Part B

Students can also know the focus of the Part B representation questions in advance but must not have access to the actual Part Bi sources until 2 weeks before they are due to complete their Part B question. They should not be allowed to take the representations out of the classroom, even after the task has been completed. If you plan to split the Part B questions and offer Part Bii later, you need to collect the sources in after completion of Part Bi and re-issue them, under the same terms of control, no more than two weeks before students are due to complete Part Bii. This is to ensure the high level of control required in controlled assessment.

”

### Will there be any choice?

“ Each task will be valid for two years which means that after the Summer 2010 series, there will always be a choice of two different tasks.

Within each task there will be a choice from two Part A enquiry themes. Each theme will have internal choice. Part B representation questions will always have the same **focus** throughout the lifetime of the qualification. There will be no choice of question in Part B. Part Bi will ask students to compare two provided representations. In Part Bii, students will evaluate the two representations with a third which you choose. Edexcel will provide examples which you can choose - or you can choose one of your own. These examples are provided in this document.

You may choose the enquiry theme and focus (Part A) for your students, or give them the choice of focus within the theme.

You may not mix Part A and B questions from different controlled assessment tasks.

”

### When can I offer the controlled assessment unit?

“ Students must submit their assessment for controlled assessment in the Summer series of any year. However, this does not prevent students from being assessed much earlier in the year provided completed assessments are retained securely at the school premises before submission in May. Therefore, Unit 4 can be offered throughout the course alongside other units, or intensively.

You should be mindful of the rules for terminal assessment. These state that 40% of the qualification must be submitted in the final assessment opportunity. For maximum flexibility you may wish to submit your controlled assessment in the final summer series, ensuring it counts towards the terminal assessment requirement, whatever point in the course you implement it.

If you are offering controlled assessment in year 10, with the intention of submitting it at the end of year 11 to satisfy the terminal assessment rule, please ensure the task you are following will be valid at the time of submission (ie ensure you are using the most up-to-date task).

”

## Section 2: Assessment information

### Can I turn the Part A enquiry into a direct question?

“ Each enquiry is expressed as a focus statement requiring analysis eg:

The impact of...  
The extent of...  
The role of...

As part of conducting an enquiry, students may continue to use the statement as it stands or, directed by the teacher, they can turn this focus into a direct question eg:

What was the impact of... ?  
What was the extent of... ?  
What was the role of... ?

Either approach is permissible.

As part of refining the enquiry, teachers may adapt the statement wording, and/or encourage students to break the statement down into sub questions. The focus of the enquiry must not be changed.

”

### How do I choose the third representation?

“ The focus of the representation questions for each option will stay the same through the lifetime of the specification. The representations provided by Edexcel will change each year but because the focus of the questions will remain the same, you can choose a third representation and use the same one every year.

You can start thinking about your third representation now, relating it to the representation focuses over the page. Alternatively you could choose one of the representations in Section 6 of this document. You don't need to seek approval for your own choice of third representation, however you may email [gcsehistory@edexcelexperts.co.uk](mailto:gcsehistory@edexcelexperts.co.uk) for advice from our senior examiners or to check that a third representation of your choice is suitable.

When submitting student work for moderation, please ensure that you enclose a copy of your chosen third representation.

”

## Section 2: Assessment information

### What are the representation focuses?



These are listed below - they are the broad themes which will remain consistent throughout the lifetime of the qualification. All representation questions within tasks will relate to this focus.

- CA1 How were the Nazis able to control Germany 1933-39?
- CA2 How was Stalin able to control Russia 1924-39?
- CA3 How did the USA deal with its economic problems in the 1930s?
- CA4 What was Mao's impact on the development of China? (Hero or villain?)
- CA5 How did people in the USA react to the war in Vietnam?
- CA6 What was the impact of mass protest in US society 1955-70?
- CA7 How important was the role of Gandhi in achieving independence for India?
- CA8 How effective was policing in late Victorian Britain?
- CA9 How important were paramilitary organisations in preventing a peace settlement in Northern Ireland?
- CA10 How did civilians in Britain react to the experience of war in 1939-45?
- CA11 'The Swinging Sixties'. An accurate description of Britain in the 1960s?
- CA12 How did Britain respond to the Falklands Crisis?
- CA13 What was the impact of industrialisation on a local community?



### What happens with resits?



Students are permitted to resit the same controlled assessment task the following year (if it is still available), but they must write it from scratch under controlled conditions. The same rules apply with regard to the issue of Part B sources. The teacher must therefore not return original work to students with comments on it.



# Supporting your students

### What sort of research can students do for Part A?

“ Students are free to research responses in their own time and in school time. They may use libraries, museums and the internet, for example. Students should submit a list of sources they have used in the form of a bibliography. The bibliography may be written on the form in the back of this document, or students may create their own proforma. There is no page limit for the bibliography. ”



### What are notes?

- “
- Notes are pieces of evidence relevant to student enquiry or representations.
  - Notes are not continuous sentences or paragraphs.
  - They can be bullet points, numbered points or short quotations.
  - They could be lists of key dates, names, events, causes or consequences.
  - Students can have plans and notes. The pages will be strictly limited (maximum two sides A4 of notes and one side for plans for 20 mark questions; one side A4 of notes and one side plans for 10 mark questions).
  - Notes may be written on the forms in the back of this document. Teachers and students may create their own notes proformas provided they are A4 size and conform to the page limits above. Plain or lined A4 paper may also be used.
  - Notes may be handwritten or word processed (minimum fontsize 12).
- ”

## Section 2: Assessment information

### How much support can teachers give students?

“ As with the coursework in previous specifications, teachers may support students in the preparation of both parts of the task.

Teachers may, for example:

- make sure students understand and can compare the sources
- teach them about the topic
- help them find relevant information for the enquiry.

Teachers may **not** provide:

- writing frames **specific** to the live task
- words or phrases for students to include in their answers.

”



# Administering the controlled assessment

### How do I conduct the controlled assessment?



- Arrangements can be decided by the centre.
- Controlled assessment can take place in normal lesson time, supervised by teachers.
- When there is more than one teaching group, they can complete the controlled assessment at different times, and indeed, stages in the course.
- Students can have plans and notes. The pages will be strictly limited (maximum two sides A4 of notes and one side for plans for 20 mark questions; one side A4 of notes and one side plans for 10 mark question) to aid teacher checking. Students may use copies of the Edexcel proformas at the back of this document. Teachers and students may also create their own notes proformas, or use plain or lined A4 paper.
- Students must create a bibliography, listing all sources used in preparation for the write-up.
- Plans, notes and bibliographies may be handwritten or word processed (minimum font size 12).
- Students may not take annotated copies of the representations sources into the write-up session. Clean copies should be provided by the teacher.
- Teachers should check that the materials contain only plans, notes and bibliography and not a draft answer before they are taken into the controlled environment. The plans, notes and bibliography should be retained with the students' responses in a secure place and will be required as part of the sample for moderation (there is no requirement to send in the complete folder of the whole unit from a student as in previous specifications).
- Students who are absent may complete the assignment another time. There are no restrictions on communication between students who have and who haven't completed the assessment, as there would be in a live examination. All students will know the task in advance.



## Section 2: Assessment information

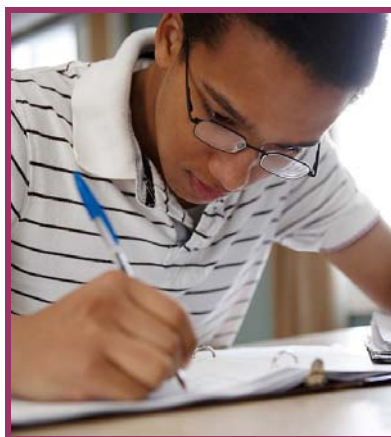
### What options do I have when organising the controlled assessment time?

“ The controlled assessment write-up could be as follows:

- **One Session** - preparation has been done throughout the teaching of the programme of study, and at the end, students complete the controlled assessment write-up (Part A and B) in one session lasting 2hrs 30mins.
- **Two Sessions** - after preparation for the enquiry (Part A) is done, a 1 hour write-up session is completed by the students. After preparation for Part B is completed, a 1hr 30mins write up session is done by the students.
- **Three Sessions** - after preparation for the enquiry (Part A) is done, a 1 hour write-up session is completed by the students. After preparation for Part B(i) is completed a 30 min write up session is completed by the students. After preparation for Part B(ii) is completed, a 1 hour write-up session is completed by the students.

*(These timings are advisory, but students must not exceed the 2 hours 30 minutes for the whole controlled assessment.)*

”



### What can students take in to the write-up session?

- “
- Part A Enquiry - two A4 sides of notes - for example bullet points, spider diagram/mind map, quotes, key words - not complete sentences or paragraphs, AND a plan on one side of A4.
  - Part B(i) - one A4 page of notes AND a plan on one side of A4.
  - Part B(ii) - two A4 sides of notes - for example bullet points, spider diagram/mind map, quotes, key words - not complete sentences or paragraphs, AND a plan on one side of A4.
  - A bibliography of sources used in preparation for the write-up.
  - Clean copies of the provided representations for Part B (to be supplied by the teacher).

”

## Section 2: Assessment information

### Can students do the task on their computer?

“ Yes, the assignment write-up can be word processed, provided the computer is checked prior to use for any saved information and provided it does not connect to the internet or intranet. Spell-check may be used by students.

When work in a write-up session is completed this must be saved onto a portable medium and retained securely by the centre. The controlled assessment response must be printed out for marking and standardisation.

If the task is to be word processed teachers should ensure that candidates use a clear and legible font, font size and page layout, for example Times New Roman, font size 12, 1 ½ line spacing and margins to allow for teacher comments.

”



### What if I decide to use a visual (eg film) clip or song as my third representation source in Bii?

“ If you are using a visual film clip or song as your own choice of third representation you will need to ensure that students can have access to the material during the write-up session. In the case of a song you may wish to provide candidates with a printed version of the lyrics. In the case of a film clip you may provide students with a written, factual description of the clip, which could include the screenplay or a summary of it.

You should send a recording of this material to the moderator when the work is submitted for moderation, along with any printed material created to accompany it. This could be sent on a CD or memory stick.

”

### What about students who qualify for extra time in examinations?

“ Some students qualify for extra time in examinations due to special circumstances - in such cases the extra time can also be applied to the write-up time for controlled assessment.

”

## Section 2: Assessment information

### So, in summary...what are the main controls?

“ The Part A enquiry and focus of Part B may be given out at any time. The Part B questions and sources may be given out no more than 2 weeks before the write-up is scheduled to take place. Sources for Representations 1 and 2 may not be taken out of the classroom, both during the preparatory period, and after the write-up session.

Students must complete the write-up within two and a half hours in a controlled environment. Once the write-up has taken place all work, tasks and sources must be collected in and kept securely. The work then needs to be marked by the teacher, and a sample sent off for moderation.

”



# Submitting the controlled assessment

### When does controlled assessment need to be submitted?

“ Controlled assessment can only be submitted in the summer series (May deadline). However, you can offer the unit earlier in the year, retain the controlled assessment securely, and submit it in the summer series. For example, you could teach the controlled assessment in the Autumn term, students could write the response in January, and you could retain the responses securely and submit these in the summer series. ”

### How do I ensure that I meet the terminal assessment rule?

“ You need to ensure that students are assessed for 40% of their GCSE in the terminal (last) examination series. In practice this means that two units in the GCSE should be taken/submitted in the final summer series. Controlled assessment written earlier in the year can be submitted as terminal assessment. Students will also be required to take another examined unit in the final summer series to ensure they satisfy the 40% requirement. ”

### Can I use live controlled assessment tasks as a mock for students?

“ Each controlled assessment task will be valid for two years, and there will be a new task released each year. From 2010 there will therefore always be a choice of two different tasks. Within each task there will be a choice from two Part A enquiry themes, each with internal question choice. ”

You may therefore:

- use one controlled assessment task as a mock for students, then the following year use the new controlled assessment task as the actual controlled assessment task to be submitted.
- use one of the Part A enquiry tasks for student practice, then use the other Part A enquiry task as the actual controlled assessment task to be submitted.
- use the sample task provided in this document as a practice or mock exercise with students.

You may not, however, use the same controlled assessment questions for a mock and actual controlled assessment task to be submitted. ”

# Suggested resources for teachers and students

Before you choose your controlled assessment option, you will need to have an idea of available resources to support your teaching of the course. The following is a provisional list of resources which may be updated as publishers begin to produce new resources to support this controlled assessment topic.

### CA1: Germany 1918-39

At present there are no published GCSE resources written specifically for this controlled assessment topic. However, teachers can use any GCSE Modern World student book on Germany to teach the enquiry section - Edexcel have produced a new student book for examined unit 2A of the new specification:

GCSE Modern World History Unit 2A Germany 1918-39 student book, by John Child, ISBN 9781846905476

There are many published resources on this period available from major publishers for both GCSE and GCE which teachers can use to help plan their teaching and students may find them a good source of additional reading.

Edexcel have produced two detailed schemes of work for the MW and SHP examined topics on Germany - these schemes of work contain several links to useful websites and references to other useful resources.

The Modern World Unit 2A Germany 1918-39 (examined topic) SOW can be found on the link below under Editable Schemes of Work:  
<http://www.edexcel.com/quals/gcse/gcse09/history/a/Pages/default.aspx>

The SHP Unit 2C Life in Germany 1918-45 (examined topic) SOW can be found on the link below under Editable Schemes of Work:  
<http://www.edexcel.com/quals/gcse/gcse09/history/b/Pages/default.aspx>

# Supporting your delivery of controlled assessment

The following resources are designed to support your delivery of the controlled assessment. The programme of study is our suggestion for how you might structure the teaching, based on the example task further on in this document. It is not mandatory and you may adjust your programme of learning each year to reflect the focus of the chosen enquiry for Part A.

## Exemplar Scheme of Work

Generic scheme of work	Subject content	Controlled assessment	15 week programme
<b>Context, concepts and application</b>  The historical context of the enquiry/ies identified in Part A.  The key features of the period or issue.  Reasons for changes and developments.  Practise analysing causation, change.  Practise writing extended responses with a focus on causation, change etc.	Overview:  (i) Weimar Germany 1918-1933 The political, social and economic problems facing Weimar Germany 1918 to 1923, Weimar recovery under Stresemann, problems facing Weimar Germany following the Wall Street Crash, reasons for the growth in support for the Nazi Party from 1920 to 1933.  (ii) Changes in Germany following Hitler becoming Chancellor in 1933, the consolidation of the Nazi dictatorship 1933-1934, reasons for support for the Nazi government combined with the Nazi government's use of terror and force to suppress opposition.  Enquiry: What political problems did Weimar Germany face 1919-1923? <ul style="list-style-type: none"> <li>• What were effects of the Treaty of Versailles for the Weimar governments 1919-1923?</li> <li>• What problems did the Weimar constitution cause for the Weimar governments 1919-1923?</li> <li>• What threats were there to the Weimar Republic from the extreme right and the extreme left between 1919 and 1923?</li> </ul> (cont)...		Weeks 1-4

## Section 4: Scheme of work

Generic scheme of work	Subject content	Controlled assessment	15 week programme
	<p>...(cont)</p> <p>Enquiry: What social and economic problems did Weimar Germany face 1919-1923?</p> <ul style="list-style-type: none"> <li>• What were the economic and social effects of the Treaty of Versailles on Weimar Germany 1919-1923?</li> <li>• What immediate effects did the occupation of the Ruhr have on the economy of Weimar Germany?</li> <li>• What problems did the inflation of 1923 have on Weimar Germany's economy and society?</li> </ul>		Weeks 1-4
<p><b>Part A Enquiry</b></p> <p>Developing enquiry skills:</p> <ul style="list-style-type: none"> <li>• How to find, select and use sources of information</li> <li>• Supporting students in the process of their research</li> <li>• Includes write-up.</li> </ul>	Generic	Write up 60 minutes	Weeks 5-7
<p><b>Part B Context</b></p> <p>The historical context of the representations issue.</p> <p>Coverage of key features of period or issue sufficient to enable students to evaluate the accuracy and comprehensiveness of the representations.</p>	<p>How were the Nazis able to control Germany 1933-1939? Repression or consent?</p> <p>Background: The creation of a one-party state 1933-1934</p> <ul style="list-style-type: none"> <li>• Repression: Methods of control; SS, Gestapo, control of the Church, persecution of political opponents and minority groups, concentration camps. The use of propaganda and censorship. The control of education and youth, policies towards women.</li> <li>• Consent: Economic measures to reduce unemployment and consequent support for the Nazi government, the debate on standards of living in Germany 1933-1939</li> </ul>		Weeks 8-11

## Section 4: Scheme of work

Generic scheme of work	Subject content	Controlled assessment	15 week programme
<b>Part B Skills and concepts</b>  Understanding and analysing representations.  Practise in comparing and evaluating representations of the selected issue.	<b>Generic</b>	Write up  Part Bi: 30 minutes  Part Bii: 60 minutes	Weeks 12-15

### Historical timeline

We have provided a timeline in the student handouts section which we hope you will find a useful resource.

# Sample task

### Germany 1918-39

#### Part A: Carry out an historical enquiry

##### ENQUIRY 1

Problems facing the Weimar Republic in the years 1919-23

One of the following bullet points should be the focus of your enquiry:

Either

- Political problems facing the Weimar Republic in the years 1919-23.

Or

- Social and economic problems facing the Weimar Republic in the years 1919-23.

---

(Total for Part A = 20 marks)

#### Part B (i): Compare Representations of history

Study Representations 1 and 2. They are both representations of how the Nazis were able to control Germany in the years 1933-39.

How far do these representations differ?

---

(Total for Part B(i) = 10 marks)

#### Part B (ii): Analyse and evaluate Representations of history

Study Representations 1 and 2 again and Representation 3 which your teacher will give you.

Choose the one which you think is the best representation of how the Nazis were able to control Germany in the years 1933-39. Explain your choice.

You should use all three Representations and your own knowledge to explain your answer.

---

(Total for part B(ii) = 20 marks)

*NB in the live tasks there will be a choice of enquiry themes provided in Part A*

# Section 5: Sample task with student responses

## Representations for use in Part B

### Representation 1

Adapted from *Weimar & Nazi Germany*, J Hite and C Hinton, published in 2000.

Hitler's main aim was to tackle the Depression and restore Germany to full employment. This would improve conditions for millions of Germans and create a feeling of optimism which would consolidate his regime. Other Nazis also stressed the importance of helping the economic needs of the middle classes.

On the face of it, Hitler inherited a difficult situation. The Depression had destroyed the previous regime. Germany was short of essential raw materials. Exports were hit by the slump in world trade. Almost 6 million Germans were unemployed. However the mess Germany was in gave Hitler an opportunity to make an impact. Further, it was now clear that the worst of the Depression was over before Hitler became Chancellor. In the long term, Germany, because of its human and material resources was potentially the dominant economy in Europe.

The Nazi government took action on a broad front to create jobs. It increased public expenditure and investment. Hitler extended public works schemes - especially the building of homes and motorways. Such works provided orders for many companies who took on more workers. There were tax concessions to newlyweds. Some groups were taken out of work such as some married women and Jews. The Youth Service also took the young off the unemployment figures and after 1935 all men aged 18 to 25 had to do military service for two years. Hitler also benefitted from the ending of Germany paying reparations. The effect of these measures on unemployment was striking and was welcomed by most Germans. Confidence was restored and by 1936 unemployment had been reduced to 1.6 million, so millions of Germans were benefitting.

## Section 5: Sample task with student responses

### Representation 2

This 1936 Nazi poster has the text: “Before: Unemployment, hopelessness, sadness, strikes, lockouts. Today: Work, joy, discipline, friendship.”



## Section 5: Sample task with student responses

*Representation 3 below can be used together with the two sources provided by Edexcel each year for the controlled assessment as the third representation. Or teachers may provide a third representation of their own choice.*

### Representation 3

A poem by Pastor Niemoller that was written after the Second World War. Niemoller was a leading member of the German Protestant church and he was a prisoner in a Nazi concentration camp from 1937 to 1945.

First they came for the Communists, and I didn't speak up, because I wasn't a Communist.

Then they came for the Jews, and I didn't speak up, because I wasn't a Jew.

Then they came for the Catholics, and I didn't speak up, because I was a Protestant.

Then they came for me, and by that time there was no one left to speak up for me.

# Section 5: Sample task with student responses

## Assessment Criteria

### Part A: Carry out an historical enquiry

Target	A01/A02	20 marks
Level	Descriptor	Mark
0	No rewardable material	0
Level 1 QWCi-ii-iii	<ul style="list-style-type: none"> <li>Simple comment is offered and supported by some information. The material will be mainly generalised. There will be few, if any, links between comments offered.</li> <li>A limited number of sources has been identified and used in the enquiry.</li> <li>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</li> </ul>	1-5
Level 2 QWCi-ii-iii	<ul style="list-style-type: none"> <li>Statements are developed with support which is mostly relevant and accurate but with an implicit focus on the question. The response may mainly take a descriptive form.</li> <li>A range of sources has been consulted and used.</li> <li>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organization of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</li> </ul>	6-10
Level 3 QWCi-ii-iii	<ul style="list-style-type: none"> <li>The response attempts an analysis which is linked to appropriately selected information. The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes. The response may also include accurate material which is descriptive and/or which strays from the question focus and judgement may be implicit.</li> <li>A range of sources appropriate to the enquiry has been identified and material from them has been well selected.</li> <li>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</li> </ul>	11-15
Level 4 QWCi-ii-iii	<ul style="list-style-type: none"> <li>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question. An explicit judgement is given, with a reasoned argument about the nature of change OR whether one factor was more important than the others OR the response explains the inter-relationship between two or more of the factors.</li> <li>A range of sources appropriate to the enquiry has been identified and material from them has been well deployed.</li> <li>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</li> </ul>	16-20

## Section 5: Sample task with student responses

### Part Bi: Compare representations of history

Target	A03b	10 marks
Level	Descriptor	Mark
0	No rewardable material	0
Level 1	Comprehends the surface features of the provided representations and selects material from them. Responses are descriptions, direct quotations, or paraphrases from one or more of the sources.	1-3
Level 2	Comprehends the provided representations and selects from them similarities and/or differences of detail. At low level two, there may be only one developed comparison, and other comparisons will be undeveloped or unsupported with material from the sources.	4-7
Level 3	Analyses the sources and identifies a range of similarities and/or differences in representation. Uses precisely selected detail from the provided representations to support the explanation and makes a judgment about extent.	8-10

# Section 5: Sample task with student responses

## Part Bii: Analyse and evaluate representations of history

Target	A03b	20 marks
Level	Descriptor	Mark
0	No rewardable material	0
<b>Level 1</b> QWCi-ii-iii	<ul style="list-style-type: none"> <li>Comprehends the surface features of the provided sources and selects material.</li> <li>Offers simple judgments about the representation, and offers a limited amount of accurate information about the period in question. The material will be mostly generalised and linkage to the representation will be implicit.</li> <li>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</li> </ul>	1-5
<b>Level 2</b> QWCi-ii-iii	<ul style="list-style-type: none"> <li>Comprehends the surface features of the provided sources and selects from them key features of the representations.</li> <li>Makes a judgment about the best representation and provides detailed and accurate material about the period in question, but with little linkage between description and judgment. Judgments may relate to the accuracy or comprehensiveness of the representation.</li> <li>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organization of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy</li> </ul>	6-10
<b>Level 3</b> QWCi-ii-iii	<ul style="list-style-type: none"> <li>Analyses the provided sources and shows some of the ways in which the past situation has been represented. Uses detail from the provided sources to support the analysis.</li> <li>Makes a critical evaluation of the representation based on well selected information about the period in question and applying at least two clear criteria, for example, the author's purpose or objectivity, or the accuracy, comprehensiveness of the representation.</li> <li>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</li> </ul>	11-15
<b>Level 4</b> QWCi-ii-iii	<ul style="list-style-type: none"> <li>Analyses the provided sources in order to show the way in which the past situation has been represented. Uses precisely selected detail from the provided sources to support the analysis.</li> <li>Makes a critical evaluation of the representation based on precisely selected information about the period in question and applying at least three criteria, for example the author's purposes or objectivity, or the comprehensiveness and / or accuracy of the representation .</li> <li>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found</li> </ul>	16-20

# Student response: Part A historical enquiry

Problems facing the Weimar Republic in the years 191-23

Political problems facing the Weimar Republic in the years 1919-23

### Extract from a student response

*...The Weimar government faced many political problems because they had just lost the First World War and they blamed the army who were angry. Then they had to sign the Treaty of Versailles. They lost land (to countries such as France, Belgium and Poland), their armed forces were limited, they had to sign a War Guilt clause and they had to pay back lots of money for damage. German newspapers show how angry Germans were and cartoons showed the allies to be like the devil. The government was weak and the Weimar constitution made it hard to have a strong government. Germany was poor and weak and because they could not pay all the money, France invaded part of Germany to take coal. This made many Germans angry and the government looked weak. The government printed lots of money and this caused hyper-inflation and so people lost all their money. There are photographs from the time showing children playing with money and people using banknotes to light fires. Because of all this Hitler tried to take power in Munich at the end of 1923. But he failed. This all shows Weimar Germany had a lot of political problems...*

### Moderator's comments

“ This extract shows the qualities described in level two of the mark scheme. The student has found out about and described the political problems facing Weimar Germany to 1923. The response shows the selection of some accurate detail and identifies some sources relevant to the enquiry. However the student's treatment of material is mainly descriptive. To improve to level three there needs to be more explicit development. The student could use more historical terms (such as 'stab-in-the back', 'reparations', 'passive resistance'). For level 4 the material should be organised to show inter-relationship of the various factors. This should be used to make a judgement supported from arguments about the inter-relationship of factors about the political problems facing Weimar Germany in the period 1919-1923.

”

# Part Bi response

Study Representations 1 and 2. They are both representations of how the Nazis were able to control Germany in the years 1933-39.

How far do these Representations differ?

### Extract from a student response

*...Representation 1 says that Hitler was successful in improving the German economy and that he successfully reduced unemployment. Representation 2 agrees with Representation 1. They both show that Germany was much weaker when Hitler came to power and that Hitler had improved things for many Germans. The economic improvements helped the Nazis control Germany because many people were doing well and benefitting financially. But Representation 1 differs from Representation 2. Representation 1 tells us that some people did not count as unemployed, like the Jews and women. So this also tells us that some did not benefit...*

### Moderator's comments

“ This extract exemplifies work which would gain a level two. The candidate takes many of the details of the sources at face value, describing what the representations and noting points of agreement, as well as points noting disagreement. But there is comparison which goes beyond description with “the economic improvements helped Germany because”. The answer would move to level three with more awareness of the differences in portrayal as well as the similarity by seeing Representation 2 as an example of Nazi propaganda produced to maintain control. ”

# Part Bii response

Study Representations 1 and 2 again and Representation 3 which your teacher will give you.

Choose the one which you think is the best representation of how the Nazis were able to control Germany in the years 1933-39. Explain your choice.

You should use all three Representations and your own knowledge to explain your answer.

### Extract from student response

*...Representation 1 gives us a lot of factual information about how improvements in the economy helped the Nazis to control Germany. It tells us how Hitler improved the economy and how much he reduced unemployment. Representation 2 is a Nazi poster so I don't think it is very helpful in showing how the Nazis controlled Germany because it is propaganda and it does not give us any factual details. Representation 3 tells us a lot about how the Nazis controlled Germany. It tells us which groups of people suffered under the Nazis and how they gradually imprisoned different groups. It also shows us that the people did not speak out and this helped the Nazis control Germany. The ways in which the Nazis controlled Germany is much clearer in Representation 3 than Representations 1 and 2 because it shows the amount of control the Nazis had and how much fear there was...*

### Moderator's comments

“ This extract suggests a response in level two. A key feature of Representation 1 is selected - the factual information regarding economic benefits under the Nazi government. A judgement about the best representation is made supported from the content of Representation 3 which is then compared with Representations 1 and 2. A developed evaluation of the representation(s) based on criteria such as the author's purpose, objectivity, comprehensiveness or accuracy, would move the response into levels 3 and 4. ”

# Additional Part Bii representation sources

One of the following three representation sources, can be used together with the two sources provided by Edexcel each year for the controlled assessment as the third representation. Or teachers may provide a third representation of their own choice. We will make these representations available to download from the Edexcel website so you can use them as the third representation if you wish to do so.

Teachers may adapt these representations for use with students. For example, they may be shortened, and passages may be adapted for accessibility. The meaning should not be altered. Amended sources should be submitted with the candidates' work for moderation.

## Section 6: Additional representation sources

### Representation 3-A

A Nazi poster from 1933. The caption reads 'Hitler is rebuilding. Help Out! Buy German goods.'



## Section 6: Additional representation sources

### Representation 3-B

From *Germany 1918-1945*, J Brooman, published by Longman in 1996

One of the main purposes of the dictatorship was to give the Nazis control of people's lives. The more control they had, the more easily they could put their aims into effect. The job of controlling people thus became one of the main tasks of the Nazi state. It was done by two organisations: the Nazi Party and the police.

The Nazi police network was run by the SS. This was a branch of the SA which had started life as Hitler's bodyguard. Led by Heinrich Himmler, the SS helped Hitler to get rid of the SA leaders in the Night of the Long Knives. As a reward, Hitler made the SS independent of the SA. Two years later he gave Himmler control of the entire police network.

By 1938 the Nazi Party had five million members and over half a million officials. Its organisation allowed it to supervise every citizen. The most important people in that huge organisation were the 400,000 Block Leaders. There was a Block Leader on every street and in every block of flats in every town and city. They snooped on their neighbours and reported suspicious behaviour to their Party bosses. In this way, political opponents and petty criminals could be identified and turned over to the police.

If a Block Leader reported a person to a Party boss, that person's name was usually passed on to the police. The police thus had eyes and ears on every street corner. This meant that everyone and anyone risked investigation by the police.

### Representation 3-C

A poem by Pastor Niemoller that was written after the Second World War. Niemoller was a leading member of the German Protestant church and he was a prisoner in a Nazi concentration camp from 1937 to 1945.

First they came for the Communists, and I didn't speak up, because I wasn't a Communist.

Then they came for the Jews, and I didn't speak up, because I wasn't a Jew.

Then they came for the Catholics, and I didn't speak up, because I was a Protestant.

Then they came for me, and by that time there was no one left to speak up for me.

# Appendix A - timeline

### CA1: Germany 1918-39

1918	November The end of the First World War.
1919	January the Spartacist Uprising (attempted communist take over).
1919	The Social Democratic Party emerged as the largest political party and Ebert became the President of the Republic of Germany.
1919	Weimar Constitution established.
1920	Kapp Putsch - right wing enemies of the Republic occupied Berlin.
1920	The Nazi Party (NASDAP) formed.
1923	January occupation of the Ruhr by French troops.
1923	Hyperinflation.
1923	August Stresemann became Chancellor and Foreign Minister.
1923	November Munich Beer Hall Putsch.
1924	Dawes Plan.
1929	Young Plan.
1929	The Wall Street Crash
1932	July Nazi Party largest single political party in the Reichstag.
1933	January Hindenburg invited Hitler to become the Chancellor.
1933	February 'Reichstag Fire'.
1933	March The Enabling Law passed.
1933	The Gestapo (Secret Police) was set up.
1933	March the first concentration camp opened at Dachau.
1933	July Hitler made an agreement with the Catholic Church (Concordat).
1934	June the 'Night of the Long Knives'.
1934	July death of Hindenburg - Hitler becomes 'Führer'.
1935	The Nuremberg Laws.
1936	The Berlin Olympics.
1938	Kristallnacht - 'Night of Broken Glass'.

# Appendix B - helping students assess representations: from comprehension to evaluation

### Representation 1

Face value content of source.

- Germany improved after Hitler became leader.
- Hitler improved the economy.
- Germans were benefitting from Hitler's government.
- Unemployment went down.

Evaluation of representation as evidence of how the Nazis controlled Germany.

- The amount of popular support enabled Hitler to control Germany.
- Hitler's government improved Germany so it created support for the regime
- Use of own knowledge to evaluate accuracy.
- Sees that plus and minus points are included and uses own knowledge to test comprehensiveness -

Critical evaluation of representation as evidence of how the Nazis were able to control Germany.

- The economic benefits to the majority of the population helped foster support for the regime.
- The representation shows how confidence was restored by the use of statistics and how certain groups were removed from unemployment figures to exaggerate Nazi economic success to maintain control.
- The use of 'On the face of it...' indicates that Hitler's economic success was exaggerated. The representation notes that improvements in the economy were taking place before Hitler became Chancellor.
- Use of own knowledge to evaluate accuracy.
- Notes the purpose - a book by a historian aims to give a balanced representation. Use of own knowledge to assess how far this appears to be the case in this extract.

## Representation 2

Face value content of source.

- Germany has improved under the Nazis.
- Germany is rebuilding.
- Work has increased.

Evaluation of representation as evidence of how the Nazis were able to control Germany.

- The comparisons with Germany before and after Hitler come to power show how the Nazis controlled Germany by economic and other improvements.
- The main image is militaristic and gives impression of order and control.
- The swastika symbolises the one-party state and its control over Germany.
- Use of own knowledge to evaluate accuracy.
- Use of own knowledge to test objectivity e.g. there is no mention of Nazi methods of repression to control Germany.

Critical evaluation of representation of evidence of how the Nazis were able to control Germany

- Shows power of the poster as propaganda - emphasises Nazi achievements since Hitler came to power.
- Designed to encourage support for regime's achievements.
- Militaristic image encourages fear of regime.
- Omission of repressive measures to ensure Nazi control.
- Use of own knowledge to evaluate objectivity of how the Nazis controlled Germany with economic and political benefits e.g. there is no mention of groups that did not benefit economically and politically.
- Use of own knowledge to evaluate the accuracy and portrayal of how the Nazis were able to control Germany e.g. there is no mention of Nazi methods of repression or how they dealt with opposition to the government.

# Appendix C - student handout on enquiry and representations

## Part A

### What is an enquiry?

- An enquiry means asking a question or wanting to know about something.
- It is a search for information.
- It involves the examination of facts and ideas for accuracy.
- It involves research using different sources of information eg books, the internet, newspapers and personal accounts.
- After information has been gathered it involves selecting which information is most helpful and using that information to make judgements and reach conclusions.

### What skills will I learn whilst carrying out my enquiry?

In carrying out your enquiry for Part A you will learn how to:

- plan an enquiry
- find out different sources of information
- choose what information to use and what information not to use
- organise information
- evaluate information
- reach your own conclusion about your enquiry.

### What preparation do I need to do to be successful in the enquiry?

- Keep in mind what enquiry you are following and search for information which is relevant.
- Use at least five sources of information. They don't all have to be books; you could use internet sites, television programmes, sites and museums if they are relevant.
- Practise the skills you need in order to be successful: selecting information; organising information; evaluating information, reaching a conclusion.
- Make a plan - four or five key points from your enquiry.
- Make some notes which will help you organise your information. These can be hand written on the Edexcel proforma or word processed. You could include key names, events and dates; short quotations you will use in your answer. You will be able to have these notes with you when you write up your assessment.

## Section 7: Student handouts

### What do I need to do in the assessment for Part A?

In Part A you will write up your answer to your enquiry question worth 20 marks.

In this part of the assessment, you will be successful if you:

- Focus on the enquiry.
- Use good spelling, punctuation and grammar and communicate clearly.
- Show that you have selected sources of information carefully.
- Use information from your sources to back up the points you want to make.
- Organise your points so that your answer leads to your conclusion.
- At the end of your answer, sum up the reasons why you came to your conclusion in the enquiry.

### Part B

#### What is a representation?

- Sources that are designed to create an image of some aspect of the past.
- When historians write they create a representation of the past.
- Film makers, painters, artists, novelists do the same - when they pick a subject or event in the past they create a 'representation' of it.
- Therefore, a representation is also an interpretation and it will probably have strengths and weaknesses in the way it conveys the past.
- A representation may only focus on one aspect and not tell the whole story, it may be balanced and give more than one side, or it could be designed to persuade and influence.

#### What skills will I learn in Part B?

In assessing representations of History for Part B you will learn how to:

- understand representations of history
- compare representations and see differences in the ways they portray the past
- use representations together with your own knowledge
- evaluate representations
- reach a decision which you can explain and support.

## Section 7: Student handouts

### What preparation do I need to do to be successful in the Representation questions?

- Practise the skills you need to be successful: comparing two representations; assessing a representation using your own knowledge - is it accurate? Is it one-sided or is it objective? Is it only giving part of the picture or is it complete? Was its author trying to give an accurate portrayal, or simply to entertain?
- You will be given your representation sources two weeks before your controlled assessment. Make sure you understand the viewpoints and message of each of them.
- Make notes to help you compare and evaluate the representations for question B (i) and (ii). You should use clear criteria for your evaluation: you could have these headings: How accurate? How objective? How complete?

### What do I need to do in the assessment for Part B?

In Part B you will write up your answer to two questions.

B (i) will ask you to analyse two representations. You will be asked how far the representations differ. This question is worth 10 marks.

In this part of the assessment you will be successful if you:

- identify points of difference clearly
- identify points of similarity clearly
- choose details from both representations to back up the points you make
- sum up what you've identified to show that you understand how far the representations differ.

B (ii) will ask you to evaluate three representations. You will be asked to say which you think is the best. This question is worth 20 marks.

In this part of the assessment you will be successful if you:

- explain how you are going to decide which representation is best - we call these ideas the criteria you are using to evaluate the representations
- evaluate all three representations using at least three criteria, you can use more if you choose
- always back up your points using the representations and your own knowledge of the issue.

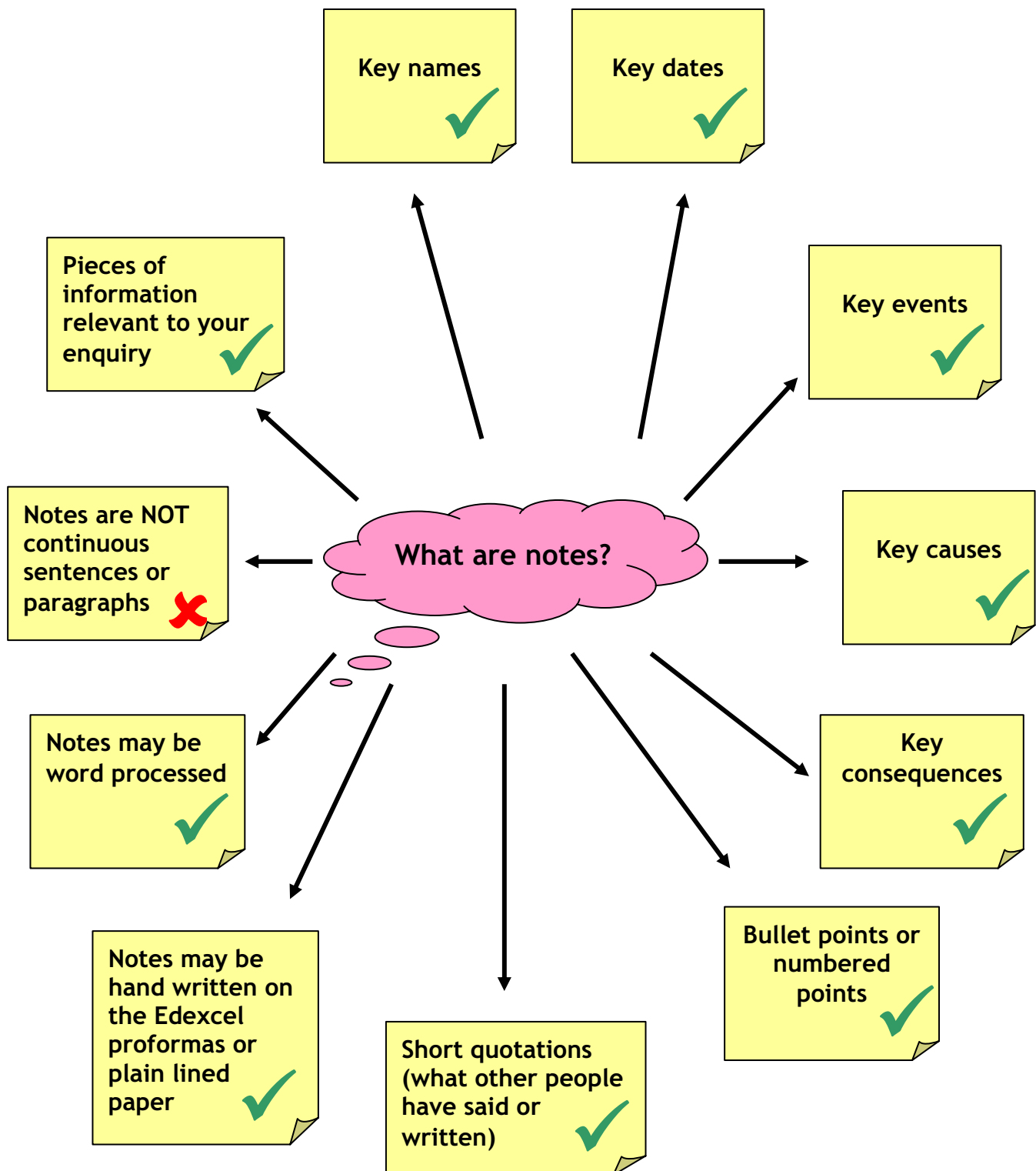
At the end of your answer, sum up the reasons why you came to your conclusion about which representation was best.

Which is the best representation?

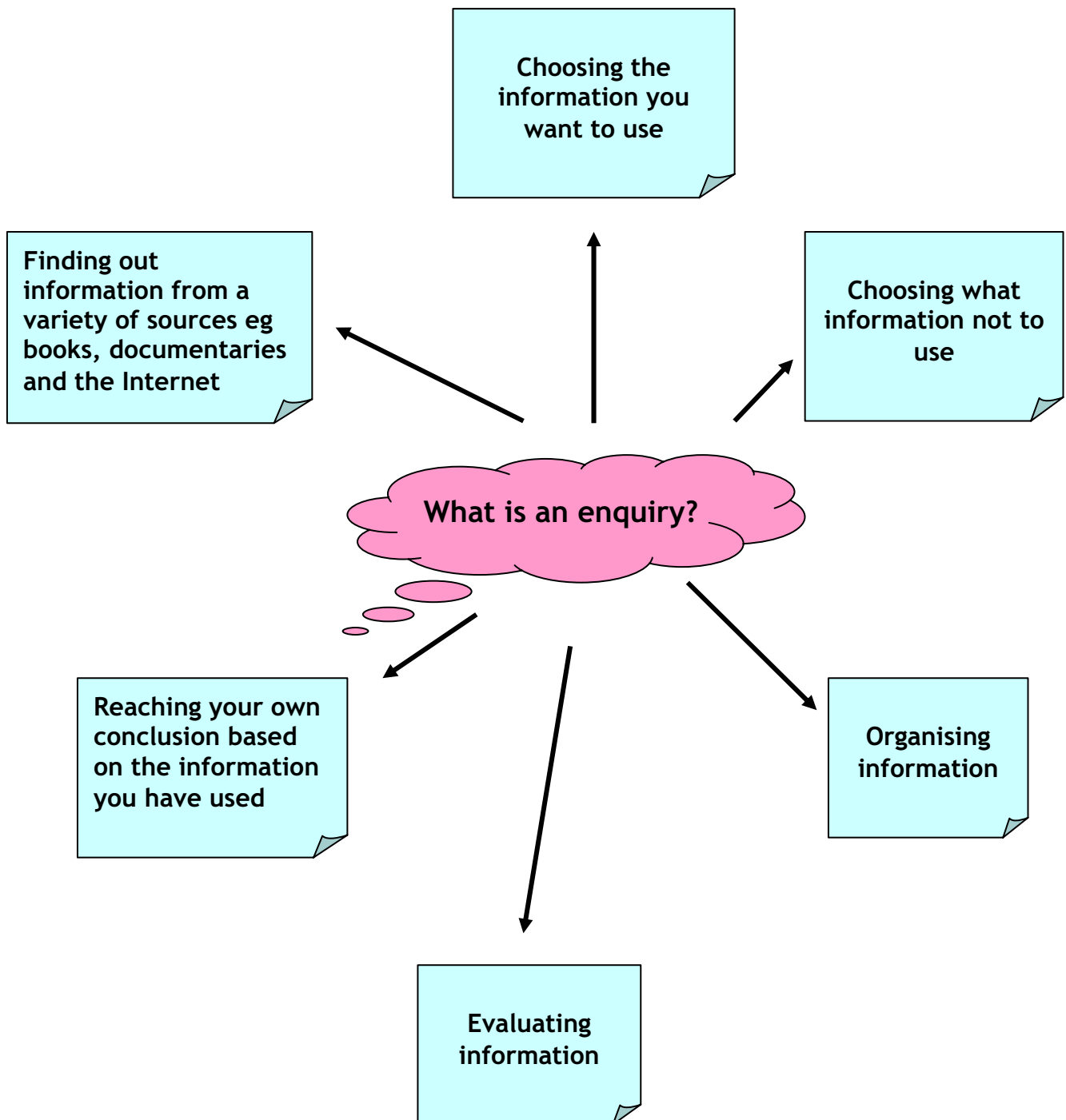
Use this sheet to record your thoughts on your representation questions. [This sheet may not be taken into the write-up session.]

	How complete?	How objective?	How accurate?
Representation 1			
Representation 2			
Representation 3			

# Appendix D - what are notes?



# Appendix D - what is an enquiry?



# Appendix E - student proformas for plans and notes

The following proformas have been designed for students to write their plans, notes and bibliography. The forms will be available for separate download on the Edexcel website. These proformas are only suggested templates and are not compulsory.

Students and Teachers may, if they wish, create their own proformas based on this design, provided that they are A4 size and conform to the strict page number limits detailed on page 14 of this document. Plans and notes may be hand written or word processed (minimum font size 12). Plain or lined A4 paper may be used. There is no page limit for the bibliography which should be as long as necessary.

## Section 7: Student handouts

### GCSE History Controlled Assessment Student Proforma - Page 1 of 10

These sheets are designed to be taken into the controlled assessment write-up and handed in at the end of the session. They should be attached to the front of the candidate's work at the end of the write-up session.

Centre number:	
Centre name:	
Candidate number:	
Candidate name:	
Controlled Assessment Title:	

Teacher mark Part A (maximum 20 marks)	
Teacher mark Part Bi (maximum 10 marks)	
Teacher mark Part Bii (maximum 20 marks)	
Total mark (maximum 50 marks)	

#### Statement by candidate

I declare that I have produced these plans, notes and assessment attached without external assistance, apart from any which is acceptable under the Scheme of Assessment and is recorded.

Signature

Date

#### Statement by teacher

I declare that the candidate's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the Scheme of Assessment and has been identified and recorded.

Signature

Date

NB - This is only a suggested proforma design. An official sheet for recording statements of authenticity may be made available on the website at a later date.

## Section 7: Student handouts

### GCSE History Controlled Assessment Student Proforma - Page 2 of 10

Part A: Carry out an historical enquiry	(Total=20 marks)
Enquiry:	
PLAN:	

**GCSE History Controlled Assessment**  
**Student Proforma - Page 3 of 10**

## Part A: Carry out an historical enquiry

(Total=20 marks)

### Enquiry:

**NOTES PAGE 1:**

This image shows a full page of white paper with horizontal dotted lines, typical of primary-ruled notebook paper. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings present.



## Section 7: Student handouts

### GCSE History Controlled Assessment Student Proforma - Page 5 of 10

**Part Bi: Compare representations of History**

**(Total=10 marks)**

**Question:**

**PLAN:**

## Section 7: Student handouts

### GCSE History Controlled Assessment Student Proforma - Page 6 of 10

Part Bi: Compare representations of History

(Total=10 marks)

Question:

NOTES PAGE 1:

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## Section 7: Student handouts

### GCSE History Controlled Assessment Student Proforma - Page 7 of 10

**Part Bii: Analyse and evaluate representations of History** (Total=20 marks)

**Question:**

**PLAN:**

## Section 7: Student handouts

### GCSE History Controlled Assessment Student Proforma - Page 8 of 10

**Part Bii: Analyse and evaluate representations of History** (Total=20 marks)

Question:

NOTES PAGE 1:

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### GCSE History Controlled Assessment Student Proforma - Page 10 of 10

#### Bibliography

Please list all sources used when preparing for your controlled assessment write-up. The bibliography should be as long as necessary - no page limit applies.

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